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ABSTRACT

This document lists recommendations for legislative action in all areas of education under the authority of the Regents of the University of the State of New York. The annual recommendations of the regents are designed to maintain the quality of services provided by local school districts, colleges and universities, libraries, museums, educational television councils, and the state office of vocational rehabilitation. The recommendations for 1978 call for increases in the general administrative budget only in those areas where workload increases or inflation mandates growth. Some items require new statutory authority; others are included in the state education department's budget request. Areas covered include elementary, secondary, and continuing education, postsecondary education and the professions (specifically, health professions), cultural education, and vocational rehabilitation. (Author)

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MAJOR RECOMMENDATIONS

of

THE REGENTS

for

LEGISLATIVE ACTION

1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

December 1977

EA 010 609

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University *(with years when terms expire)*

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President of The University and Commissioner of Education
GORDON M. AMBACH

PREFACE

In publishing their 1978 legislative recommendations, the Regents again fulfill their ongoing responsibility to inform the Governor, the Legislature and the people of those measures, requiring new or amended legislation, which the Regents feel are essential to the advancement of education in the State of New York. Where State expenditures would be required, the Regents have indicated what funding would be adequate, in their judgment.

The Regents traditionally release their legislative recommendations in the fall of each year, to permit the Governor and the legislators ample time to study these proposals before the legislative session begins in January.

The dollar total available for education in the coming year cannot be precisely ascertained at the time these recommendations are issued. The Regents are aware that in 1978, as in previous years, the economic and fiscal condition of the State may not—and probably will not—permit enactment of all their legislative proposals involving costs. Final responsibility for determining the share of State revenues committed to education rests with the Governor and the Legislature; as always, the Regents will be prepared to advise the executive and legislative branches as to the best use of available funds.

The Regents' 1978 legislative recommendations are the result of careful planning, thorough analysis and extended discussion. They followed upon hearing the proposals of the Commissioner of Education and the State Education Department staff, and no less, of concerned and competent individuals and organizations in the educational field. The Regents ask that their recommendations be given serious consideration as educational priorities, so that the adult and child learners of the State will receive a fair share of all State expenditures.

Theodore M. Black

THEODORE M. BLACK
Chancellor

Albany, December 1977

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
ALBANY, NEW YORK 12234

To: The Governor and Members of the Legislature
of New York State

I am pleased to transmit the Board of Regents Recommendations for Legislative Action for 1978. The recommendations of the Regents are designed to maintain the quality of services provided by local school districts, colleges and universities, libraries, museums, educational television councils and the Office of Vocational Rehabilitation within the resources available to the State. In order to make maximum use of public funds for the direct delivery of program services, this year's request calls for increases in the general administrative budget in only those areas where workload increases or inflation mandate growth. In many of these instances, fee income supports these additional expenditures. To meet the other demands placed on this agency, we are asking for the flexibility to redirect existing authorized staff and resources to meet the current priority needs.

Respectfully submitted,

Gordon M. Ambach

Gordon M. Ambach
Commissioner of Education

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NOTE: *Items marked with an asterisk will require new statutory authority. Other items will be included in the State Education Department budget request.*

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INTRODUCTION

New York State supports an educational system that is demonstrably excellent. Years of effort on the part of educators, legislators and taxpayers have produced this system which stands as one of New York State's most significant resources. It is a resource that affects both the economic well-being and the quality of life in the State. It stands at the forefront of efforts to retain and attract business and industry in New York State.

The Regents' agenda for action by the State Legislature in 1978 as set forth in this document is directed toward maintaining and improving this essential State resource. The program proposed recognizes the need to meet the Regents' goal without imposing large additional burdens on the taxpayers. The items recommended in this document have been advanced after extensive discussion of alternatives. During the coming legislative session, the Regents will continue to review the complex needs of education in the light of revenue projections and pledge to work with the Governor and the Legislature in enacting a sound educational program for 1978–79 commensurate with the fiscal resources available to the State and its political subdivisions.

The Regents recognize the difficulty of maintaining and improving the educational system at a time when limited additional State taxes can realistically be proposed. We realize that at the State level the primary source of additional revenues will come from the growth of existing taxes. The Governor has projected that this growth will generate approximately $600–800 million annually if the economic climate of the State continued to improve. The Regents recognize that there will be many competing demands for these incremental State resources. We argue, however, that education should be a high priority. The budget and legislative program proposed in this document reflects this position.

The Regents also recognize the plight of the local taxpayers who feels unable to support large increases in property taxes. The Regents seek both to meet the high expectations that the State's citizens have for their educational system and to establish conditions that will allow for the maintenance of the present educational program with only modest property tax increases at the local level.

These efforts are made extremely difficult given the built-in increases in educational costs. Educational programs in local school

districts are being cut back because of rising costs. As in other segments of the economy, costs for fringe benefits, energy, transportation and maintenance have risen sharply. In addition, because of declining enrollment, teachers with the most seniority and highest salaries remain in the system resulting in higher salary costs for districts.

In other areas of our educational system similar conditions prevail. Our cultural education institutions in the State have generally had little or no growth in revenues in comparison to the increased costs they face and have had to curtail services at a time when demand is sharply increasing. In Vocational Rehabilitation there is also an increased demand for services as a result of the increased awareness among disabled adults of their rights and needs. Similarly, in post-secondary education, institutions are finding it increasingly difficult to maintain existing programs. For some institutions continued survival is at stake. The closing of institutions threatens not only educational opportunity, but also affects the economies of communities in which they are located.

This proposed program attempts to address these factors in a realistic and reasonable manner. Proposals for staffing the State Education Department, for example, are based on a plan to meet new priorities by reclassifying existing positions. In the budget proposals described in this document, the Regents are requesting additional positions only where additional special purpose revenues (e.g., licensing fees) are expected or where there are requirements of providing services for other agencies.

ELEMENTARY, SECONDARY AND CONTINUING EDUCATION

The Regents' goals in general and occupational education, as stated in March of 1974, continue as follows:

1. Mastery of the basic skills of communication and reasoning essential to live a full and productive life
2. Ability to sustain lifetime learning in order to adapt to the new demands, opportunities, and values of a changing world
3. Ability to maintain one's mental, physical, and emotional health
4. Understanding of human relations—respect for and ability to relate to other people in our own and other nations—including those of different sex, origins, cultures and aspirations
5. Competence in the processes of developing values—particularly in the formation of spiritual, ethical, religious and moral values which are essential to individual dignity and a humane civilization
6. Knowledge of the humanities, social sciences, and natural sciences at a level required to participate in an evermore complex world
7. Occupational competence necessary to secure employment commensurate with ability and aspiration and to perform work in a manner that is gratifying to the individual and to those served
8. Knowledge and appreciation of our culture and capacity for creativity, recreation, and self-renewal
9. Understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society
10. Knowledge of the environment and the relationship between one's own acts and the quality of the environment.

In addition to these specific goals, the Regents are concerned with equality of educational opportunity, the quality of the teaching processes, the efficiency and economy of educational organizations. In addition, the Regents reaffirm their commitment to accountability at the local school district level.

The Regents stated in the 1977 Recommendations that:

"One, State Aid is intended to be spent on a defined basic education, and spent in a way that mandates specific uses of the money or, otherwise, excludes specific uses.

"Two, the use of the State funds be monitored, audited, and enforced by the State Education Department according to prescribed rules.

"Three, the use of funds must be defined in terms of specific levels of achievement of students in school systems. To enforce the attainment of designated levels of achievement, school systems must run the risk of losing flexibility (discretion) in the use of State funds in direct relationship to defined failure rates of students within each school; the loss of flexibility should mean that the State mandates specific remedial efforts which will not necessarily involve any decreases in funding."

The Regents recognize that there are five interrelated activities which must be addressed in implementing this statement. These activities include: 1) Review of Curricular Mandates; 2) Implementation of the Basic Competence Examination Program; 3) Development of a New Testing Technique of Reading Comprehension; 4) Establishing Controls on the Use of State Aid for State Priorities (included above); and, 5) Preparing Regents Proposals for State Aid to the Public Schools. These several activities must be considered together to assure clarity in Regents' objectives, proposals and expected results. The Regents State Aid Legislative proposal for 1978 addresses some of these issues. The Regents are continuing their active review of these activities and will make further recommendations in the coming year. This review is necessary if New York State is to avoid the mistakes of other states.

The priorities of the Regents for FY 1978–79 toward realizing the goals and addressing the three concerns are described in the following pages.

Goal 1: Mastery of the basic skills of communication and reasoning essential to live a full and productive life

Urban Education—In 1976, the Regents issued a statement regarding the New York City elementary and secondary educational system that is related to the goal of basic skills, but is also related to each of the other goals and concerns. The 1976 statement reads:

"The trauma of the City of New York affects deeply the children and their future. Unquestionably, the City's financial crisis requires a painful retrenchment in the City school system . . . Most

seriously, the retrenchment means that the education and, therefore, the lives of one million children must suffer. To discharge its duty as the educational trustees of these children, the Regents must develop plans for safeguarding the City school system during the next three years of anticipated financial crisis. We must seek to mitigate the harm that seems so inevitable."

In an attempt to meet some of these problems, the Regents directed that an analysis of the instructional system on a school building basis in the New York City schools be initiated during the 1977–78 school year.

Although there will be certain elements of analysis, this is not a "study project." The Regents' focus will be on building-by-building student performance. The approach will be to join resources of the Regents and Department with several segments of the City school system—the Central Board, Community School District Boards, the Chancellor, teachers and the UFT, the administrators, the Mayor and City Council, students, parent and community groups, colleges and universities, business and industry—to make improvement within existent resources. This will be a long-term project aimed at changing school building and classroom activities where the result will be improved student performance.

A State appropriation of $300,000 is requested for FY 1978–79 to continue the project for a second year.

New York City Instructional Management and Data System—Since 1973, the Department has been working with Community School District 18 in New York City to develop a pilot instructional management system to improve students' performance in the basic skills. The development of this system has been supported with both State appropriations and Federal funds.

The Comprehensive Instructional Management System links an evaluation system—frequent testing of the student's ability to master skills—with a computer information system that provides individual and class progress reports designed to help teachers, principals and district officials manage instruction. The system provides information during a school year on the progress of each child which determines whether the pupils are working with materials matched to their achievement level and whether the resources of the schools are properly allocated to achieve results. The system relies on instructional objectives and tests determined by teachers; the teachers rely on the computer to manage testing information and reports.

The instructional management system has these features: 1) dis-

districtwide design of the instructional program for a content area so that all students and personnel will be affected and all levels of management affecting the instructional process will be involved; 2) consensus building among personnel in the entire district as an integral part of the instructional management process; 3) guidance from systems specialists who work with the district on how to make the process work.

Pupil achievement results are very impressive, and several community school districts in New York City have expressed an interest in replication of the instructional management system. Central administration of the New York City School System is also strongly supportive of an expansion of the instructional management system. The Central Administration views the development of this system as an integral part of the development of a total instructional and management information system for the city school system and is committing resources toward such development.

Through special State support the Regents propose to assist the New York City Board of Education, Community School District 18, and two additional community school districts during 1978–79 in the further development and expansion of the instructional management and data system. With such special State support, it will be possible to develop New York City's pupil data systems so that they are compatible and comparable to the systems now being developed by the Department in other parts of the State. The Regents recommend an appropriation of $1,510,000 for this purpose in FY 1978–79. This is an increase of $1,210,000 over the appropriation for 1977–78.

Basic Education—Emphasis upon the basic skills will be maintained. Test results continue to indicate some progress in the early grades in reducing deficiencies in reading and in arithmetic, but while test results for the middle and upper grade students show arrested decline, they also indicate limited progress. Continued progress is required at all levels since individuals who lack proficiency in the basic skills will experience severe difficulties in school and in the adult world. Environmental and home factors have an important impact on individual pupil achievement. Nevertheless, primary responsibility for development of the basic skills rests with the schools.

During 1978–79, therefore, the following activities are to be given priority in addition to the New York City project:

— Assist the schools in organizing effective developmental and

remedial programs to assure that all pupils including those who drop out of school before graduation, have attained the basic skills necessary to function successfully in the adult world.

— Assist the schools in developing specialized education programs for all non-English-speaking children, including instruction in the pupil's base language concurrently designed to develop rapidly their ability to read, write and speak English.

— Insist upon the continuation of sequential instruction in the basic skills of writing, spelling, reading and mathematics through the middle and upper grades.

— Assist districts to install effective instructional management systems (see New York City Instructional Management and Data System description above).

— Basic education, during a period of declining enrollment, can be supported and expanded by the use of instructional technology. Resources must be invested to develop alternative instructional opportunities through the use of television, computers and other telecommunications systems. Such technology can provide basic instruction in a cost-effective manner. New York State in cooperation with such organizations as the Agency for Instructional Television (AIT) must employ strategies and materials that can provide desirable program options for students that are not affordable in the conventional school.

Goal 2: Ability to sustain lifetime learning in order to meet new demands, opportunities and values of a changing world

Continuing Education—The 1970 census has shown that New York State had approximately 4.9 million adults aged 25 and older with less than a high school education. Of these adults, 2.9 million had eight years or fewer of formal education and are classified as educationally disadvantaged. They have need for educational skills which will enable them to cope with the demands of contemporary society.

Data for last year indicate that the various systems of continuing education worked with over 1,226,000 adults. However, nonparticipants are found in disproportionate numbers among the educationally disadvantaged. In order to participate, these adults must overcome financial and personal barriers which currently limit their participation in these activities. Shifts in demand for certain occupational skills create corresponding pressures on the work force for learning new skills.

Demographic shifts in the composition of the State's population

also have consequences for continuing education. Persons aged 65 years and older currently comprise 11 percent of the State's population. Large numbers of persons approaching retirement age have indicated that they are seeking ways of spending the years following termination of employment in productive and rewarding pursuits. These demographic shifts further indicate that the number of families with income below the poverty level is increasing. Between 1970 and 1974 (at a time when the national average declined by 2.3 percent), the number of such families in New York State increased by 6.6 percent.

All adults should have opportunities to increase their skills and knowledge, not only to meet their employment needs, but to fulfill their potential as unique individuals. At the very least, secondary credentials should be available to everyone. Beyond that, adults have many growth needs extending into the postemployment years. Retired adults should be able to pursue lifelong interests or develop new ones they may not have had time for during their years of employment. Their pursuit of these interests can be of benefit to the rest of society as well as provide satisfaction to the individuals.

Major efforts in fiscal year 1978–79 will focus on the following areas of needs that were identified in the Continuing Education Needs Assessment Study completed in January 1977:

- Developing increased opportunities in both urban and rural areas for adults to engage in basic educational programs at times and locations suitable to their needs. Highest priority will be placed on basic literacy training.
- Assuring high quality of educational programs for adults by devising a strategy for upgrading all personnel who seek to work with adults. This strategy will be characterized by preservice and inservice training programs.
- Providing opportunities for adults whose native languages are other than English to develop proficiency in English as a second language.
- Encouraging the articulation and coordination of the various continuing education delivery systems at local and regional levels.
- Providing leadership in the development of adult information and counseling services to insure that all persons make use of available programs and resources in all agencies.

Basic Education for Welfare Recipients—In New York State, there are approximately 1,700,000 adults who have less than an eighth grade education. This represents approximately 10 percent of

the total population. Figures from the Department of Social Services indicate that there are approximately 500,000 adults receiving public assistance. Of the total, we estimate there is a real potential of 100,000 basic education students.

The State budget request for 1978–79 is $2,374,000. Through the use of combined Federal and State funding, we plan to continue the program at the present $4,600,000 level for 1978–79.

Adult High School Equivalency Program—To assure undereducated adults the opportunity of fulfilling their educational aspirations and proper preparation for occupational advancement or further postsecondary education, it is essential that the State provide high school level education and an opportunity to earn a High School Equivalency diploma. High school equivalency programs are conducted by local school districts. Boards of Cooperative Educational Services are also increasing services in this area.

In 1978–79, the Regents propose an expansion of the program to serve an additional 12,000 of the many eligible participants. This expansion will require $1,500,000 above the current $2 million program level.

Goal 3: Ability to maintain one's mental, physical and emotional health

Health and Drug Education—The Regents are increasingly concerned about student abuse of alcohol (involved in 55 percent of all arrests for all reasons), drugs and tobacco, as well as the increase in teenage pregnancies and adolescent suicides. To address these problems, the Regents propose a program to link comprehensive health and drug education services to the emerging regional health delivery systems.

The Regents recommend establishment of a regional health education coordinating mechanism to be funded through health services agencies in New York State.

The program fits in concept and thrust with the health systems agencies and regional planning bodies established under P.L. 93–641, the National Health Planning and Development Act of 1964. It is consistent with Governor Carey's 1976 State of the Health Message: "Health education and preventive medicine must be integrated into the entire health care delivery system to be fully effective."

Goal 4: Understanding of human relations—respect for and ability to relate to other people in our own and other nations—

including those of different sex, origins, cultures, and aspirations

Assuring No Discrimination in Education Practices—The Regents continue to press for an end to educational inequities which result from isolation in schools by reason of race, color, ethnicity and sex. To this end, the Department will:

- Continue concerted efforts to reduce isolation of students and staff in schools by reason of race, color, ethnicity and sex.
- Expand and improve multicultural curricula which emphasize the ethnic and cultural diversity of our State, nation and world. The objective is to develop awareness, understanding and sensitivity to members of all racial and ethnic groups and to develop competency in relating to them.
- Continue to develop the human relations competencies of educational staff, students and citizens through working together in identifying and resolving problems and in evolving and achieving educational objectives.
- Examine, and revise where applicable, educational materials and procedures which cause and /or perpetuate discrimination of students and staff in schools by reason of race, color, ethnicity, religion and sex.

Promoting Racial Integration/Desegregation—The Regents' policy charges all of those in decision-making roles to find ways to bring into harmony the legitimate aspirations for full equality of all minorities with the necessity for achieving stable and effective schools and communities. To achieve this will require the ingenuity, the cooperation and the good will of all segments of each community.

The key element in the Regents' position is to support local school district action to overcome racial isolation.

From 1966 to 1971, the Legislature appropriated funds to districts to pay the additional costs involved in implementing school desegregation and developing integrated education. Twenty-four districts implemented racial integration programs, and 19 others were supported between 1966–71 in a variety of programs for reducing racial isolation, developing curricula which more adequately incorporated minority contributions in American life, and assisting teachers to teach diversified groups of pupils more effectively.

There has been no State aid for this purpose in six years. The cut has forced districts to either raise taxes, drop the program, or curtail other services. Because of the State's legal responsibility to provide

equality of educational opportunity to all of the children of the State, the Regents request funds to assist in implementing desegregation plans. Funds will be granted to local school districts on the basis of approved applications.

Local school districts may receive financial support for the techniques and procedures to achieve desegregation and integration as contained in Regents' policy.

This program is designed to complement the Federal Emergency School Assistance Act under which school districts have been receiving aid but which is providing less support than in earlier years. A State appropriation of $13,292,000 is requested for 1978–79.

Goal 5: Competence in the processes of developing values—particularly the formation of spiritual, ethical, religious, and moral values which are essential to individual dignity and a humane civilization

Individual Rights and Safety—The Regents are concerned with the increasing incidence of vandalism and criminal activity—both violent and nonviolent throughout the society. The program priority for this goal is to work with the Division of Criminal Justice Services and the Division for Youth to develop joint programs to reduce criminal activity.

Goal 6: Knowledge of the humanities, social sciences, and natural sciences at a level required to participate in an ever more complex world

Basic Competency Testing—The priority for this goal is to implement the Basic Competency Testing Program.

Goal 7: Occupational competence necessary to secure employment commensurate with ability and aspiration and to perform work in a manner that is gratifying to the individual and to those served

Occupational Education—The Regents continue to work toward a comprehensive system of occupational education, using all available resources to provide continuous learning opportunities. Even though significant progress has been made, the Regents have concluded that a major review should be undertaken in 1977–78 to insure that the system is as effective as it might be, given its importance providing individuals with employable skills and to the New York State economy.

There is general agreement that school systems should provide a broader-based occupational curriculum for younger secondary level students, and in some cases older secondary students, to better acquaint them with the wide range of occupational opportunities available.

In addition, at all levels of occupational education, there is need for more cooperative efforts involving educational institutions, employers, employee groups, and representatives of the interests of the community at large, to link the schools and communities for the delivery of more effective career and occupational education. Programs should be provided which meet the realistic needs of the job market. A special need is to provide service for students with economic disadvantages or handicaps and for persons with limited English-speaking ability.

Major priorities include:

- Elimination of sex bias and stereotyping, as well as any other discriminatory practices which restrict full and equal participation in occupational education
- Coordination between general and occupational education accruing to the maximum benefit of students
- Improvement in the design of management information systems
- Development of alternate sites and activities for occupational education, including the possibility of contracting with private business and industry*
- Continuation and refinement of regional planning, with opportunity for participation by the private occupational education sector and other concerned agencies and groups, in order to assure a match with realistic job market needs
- Implementation of studies of student career preferences and realistic employment opportunities, particularly in new or emerging occupations within the region served or the State
- Updating of curriculum content, instructional methods, and support services
- Improvement in the quality of instruction through the continued development of performance-based curriculum and closer liaison between business, industry and education
- Assistance to local school districts to insure that pupils graduating or leaving schools as dropouts demonstrate basic competency in career planning

Occupational Education—Authorizing School Districts and BOCES To Contract With Business or Industrial Firms*—The Regents propose that legislation be enacted which will permit school

districts and BOCES to contract with business or industrial firms for the provision of occupational education services. By permitting such contracts, the Regents hope to provide additional avenues of occupational preparation for secondary school students. Competence and facilities in specialized areas are often beyond the financial reach of public educational agencies. The contracts, subject to approval by the Commissioner, would provide the vehicle by which communities could take advantage of expertise and facilities already in use in the business/industrial sector.

Goal 8: Knowledge and appreciation of our culture and capacity for creativity, recreation and self-renewal

Arts—Summer School for the Arts—The Regents are committed to incorporating the great traditions of the arts more significantly into the regular educational program. In addition, for those students with exceptional talent and interest in the performing arts, programs must be available to open career opportunities. One such program for the gifted is the Summer School for the Arts, which includes orchestral, theater, ballet and modern dance, visual arts, film/media and choral schools. The Regents request $170,000 for continuation of this program.

The program is conducted at the Skidmore Campus in Saratoga, the Saratoga Performing Arts Center, State University of New York at Buffalo, State University College at Fredonia and the Chautauqua Institution, where the talents of many of the most outstanding artistic persons and groups in the world are located each summer, thereby providing the resources which support the school. A total of 500 students from more than 20 schools in New York City and 200 school districts across the State participated in this program in the summer of 1976.

Goal 9: Understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society

Education for Citizenship and in Economics—The Regents continue to be concerned that students completing elementary and secondary school be prepared to perform civic duties responsibly and to function as responsible consumers. The priorities in this area follow:

- Implementation of Basic Competency Testing Program.
- Additional development of education for civic responsibility and education in the law. This includes determination of the appropriate placement of subject matter to enable students to become

responsible citizens sensitive to political and governmental institutions.

- Identification of minimum consumer education concepts into all curricula.

Goal 10: Knowledge of the environment and the relationship between one's own acts and the quality of the environment

Continuation of existing Department programs is recommended.

Concerns—The Regents' 1974 document on goals included a section on "concerns" which relate to all goals. The Regents continue to place high priority on these concerns and, in addition, the concern for accountability. These concerns cut across several goals. The concerns from the 1974 document are repeated here together with the specific recommendations for the 1978–79 fiscal year.

Concern 1—Equality

The gap between the educational opportunities afforded to the most favored segments of our population and those least favored—the poor of all races, nonwhite minorities, those who do not speak English, the handicapped, and those who for whatever reasons do not have the same educational opportunity as others in the State with similar needs and aspirations—must be closed.

Bilingual Education—Since January 1973, the State has appropriated funds to meet the critical educational needs of approximately 500,000 children attending public and private schools whose primary language is not English.

The impact of these State funds on the educational achievement of non-English-speaking children has been positive. Evaluation studies show that, in general, children enrolled in State-funded bilingual programs have achieved higher scores in reading and English language skills than children who did not receive bilingual instruction.

In spite of these efforts, there are approximately 100 districts with substantial enrollments of non-English-speaking students in need of bilingual programs. While the majority of non-English-speaking students are Spanish-speaking, State bilingual programs also serve Haitian, Chinese, Greek, Italian, Japanese, Portuguese and Arabic-speaking children. English as a second language (ESL) programs are provided where there is a variety of primary languages and the number of students is small. In all, 22 languages are represented in

bilingual/ESL programs throughout the State. A request of $2 million is submitted to provide local assistance to districts identified as having eligible non-English-speaking students. These funds are essential to continue and expand present programs, particularly in curriculum planning, in-service training and test construction.

Although considerable progress has been made in the last decade in providing bilingual and ESL instruction to students who are not benefiting from instruction in English, the needs of certain students are not adequately met. The Regents propose a bill to require, rather than permit, school districts to provide adequate instruction to non-English-speaking students in a language they can comprehend and in English. This bill would also remove the prohibition against instruction in a native language beyond three years.*

Native American Education—The Regents position paper on Native American education states an obligation to provide for a high quality educational program that will offer favorable opportunities to Native Americans for occupations, professions and informed citizenship. The paper provides that educational programs should accommodate specific tribal cultural differences by attempting to provide bicultural learning at the student's choice and enable the Native American to participate more effectively in a pluralistic society.

New York provides several types of aid for the education of Native Americans. The Regents recommend that State assistance for costs of elementary and secondary education be increased from $3,594,000 to $5,212,000 and the aid for college education be increased from $330,000 to $429,000 this year.

Education of Children With Handicapping Conditions—Within the last two years, the education of the handicapped has received major emphasis from two pieces of legislation: (1) The Federal Education of the Handicapped Act, P.L. 94–142 and, (2) Chapter 853 of the New York State Laws of 1976. As a result of the two significant enactments, the following are program priorities for 1978–79:

— Continued implementation of chapter 853 through the supervision and coordination of educational programs for the handicapped in public and nonpublic agencies and institutions.
— Continued implementation of P.L. 94–142 through assistance and direction to public and nonpublic agencies in using Federal funds; and assuring that all requirements of the Federal law are carried out in all educational programs for handicapped children, whether private or public.

The Regents position paper, *Education of Children With Handicapping Conditions*, outlines our concern that all such children, no

matter in what circumstance or institutional setting they are located, should be provided educational opportunity within policies of the Regents and standards set by the Commissioner of Education.

One major objective is to assure that handicapped children who can benefit from regular classroom instruction are provided with instruction that will enable them to function as normally as possible in society. The Regents recommend that the 1978 Legislature add to progress made in the 1976 legislation by extending the excess cost concept to all children with handicapping conditions as has been proposed previously.*

For 1978–79, the Regents propose the following increases in various programs assisting the handicapped. An increase of $9,750,000 is needed to pay the costs of the education of children in the private schools for the deaf and blind and the Human Resources school (present allocations are $21,550,000). This increase includes a change in funding from a fiscal year to a school year in order to facilitate the administration of the program. An increase of $276,000 for a total budget of $1,828,000 is needed for the State School for the Blind at Batavia, which is now serving more multiply handicapped blind children and is developing a cooperative program for children at a Department of Mental Hygiene Developmental Center. An increase of $323,000 for a total of $2,189,000 is requested for the State School for the Deaf at Rome.

State Aid to Public Schools*—The Regents are suggesting to the 1978 Legislature a new State aid formula emphasizing greater equalization of opportunity to the students and greater equity to the taxpayers of the State. The proposal would also make possible simplification and reduction of paperwork. Because of their concern for the State's financial problems, the Regents propose that the new formula be introduced gradually over a period of years.

The proposed formula is a two-tier, aid-ratio type formula. The first tier would be provided to all districts to aid their expenditures up to $1,500 per pupil. The second tier would be on a more strongly equalizing formula and would apply to an additional expenditure of $100 per pupil up to a total of $1,600. The new formula would be based 50 percent on numbers of students in attendance and 50 percent on the number in active enrollment based on a new simplified, yet more accurate, method of reporting such data to the State.

The so-called flat grant provision would be phased out over a period of four years. After the four-year period, all districts in the

State with valuation under $110,000 per pupil would be able to support programs at the expenditure ceiling at the same local tax rate. Districts above $110,000 in wealth could support such programs at lower rates, but their tax advantage would be smaller than it is at present. Such districts include about 3½ percent of the students in the State. At present, districts over $67,000 have this tax advantage.

Another new feature of the proposal would provide districts with a period of adjustment increases in valuation or decreases in enrollment. A limitation of 20 percent over a two-year period would be established in each district's growth in wealth per pupil for aid purposes. The Regents feel this feature is preferable to the present save-harmless provision whereby aid is not adjusted in accordance with such changes.

The Regents also will propose for the second year that State aid for severely handicapped children in public schools be provided on the same "excess cost" formula as now used for such children in private schools. This single formula will replace these different ones now in force and would make the same aid available to all such children in the State.

A new special aid is proposed in the form of an additional 70 percent of aid for each pupil with "specific learning disabilities" as defined in a new Federal law. Programs for such pupils are required by that law.

Finally, a new State aid is proposed to pay costs of providing school health services to children in private schools. Such aid is proposed to be provided in the amount of $25 per pupil.

The maximum operating aid increase to any district in 1978–79 would be about 11 percent. This limitation would not apply to the proposed excess cost, learning disabilities or health services aid.

Concern 2—Quality

The gap between what is known about how best to teach individual children and what is often done must be closed.

As indicated in previous sections of this document there are many proposals to deal with this concern—e.g., the New York City action projects, disseminating instructional management and data systems, relating State aid formula to performance, bilingual education, etc.

Concern 3—Ecomomy, Efficiency and Productivity

The gap between the cost of doing whatever is necessary to achieve the goals of education and the resources made available to accomplish them must be closed.

In a time of fiscal stringencies, the problem of efficiency and productivity in education assumes particular importance. Despite curtailed budgets, and resources inadequate to meet spiraling costs due to inflation, the schools have a responsibility to maintain the quality and diversity of services to pupils. Further, there is increasing demand from the public for persuasive evidence that a fair return is being received for every educational dollar. Attention must therefore be focused on efficiency and productivity of education in a variety of ways.

To address these problems, the following have priority:

- Reduce the burden of reports and paperwork imposed on the schools by a multiplicity of State and Federal requirements, especially where such may be conflicting, duplicative or nonessential.
- Continue the development of a statewide computer network which will provide management services to school districts at the lowest possible cost and increase the speed and accuracy of the collection at the State level of the many types of data necessary for effective planning.
- Assess the impact of Department regulations and policies on employee-employer negotiations and relationships.
- Assist school districts in the effective management of facilities, staff and other resources, especially during a period of declining enrollments.
- Assist school districts in planning to close school facilities where necessary.
- Take such action as may be indicated by the Regents study on energy conservation and related matters; including the effects of various calendar and time modules on the educational process, and family and community life. Continue to assist school districts in analyzing heating, lighting, ventilating, and transportation systems in terms of economical energy consumption.
- Encourage and facilitate the development, demonstration and widespread adoption of exemplary educational programs that are both effective and efficient.
- Conduct a study of New York State public school elementary and secondary education costs and of the various instructional, administrative, support service and logistics elements affecting such costs; and relate these statistics to comparative data from other states' programs. The study will also compare New York educational productivity with that of other states on the basis of

test results and other achievement measures. The desired outcome will be an educational cost-effectiveness survey with appropriate consideration afforded differing state public service cost levels and relative difficulty of educational problems involved.

In an effort to make educational programs accountable, the Regents have the following priorities:

- To implement the plan for local education agencies' assessment (described above)

- To continue implementation of the Basic Competency Testing Program in the five major areas—reading; mathematics; writing skills; civics and citizenship; and practical sciences and health. Minimum standards established by the Board of Regents for issuance of a high school diploma include, in part, the requirement that pupils have attained a passing score in each of these five tests.

For decades the Regents Examinations Program has been recognized as a strong State management tool to maintain quality control and provide accountability in secondary education. As this program has expanded over the last decade, the State Education Department had made increasing use of Federal funds to support it. Because of a change in the Federal statute, these funds will not be available and State funds will be needed.

The Regents have initiated a series of basic competency exams to be given at the ninth grade level. These exams provide the local school officials with a measure of the effectiveness of their programs in developing basic minimum competencies a pupil, must have for everyday adult activity. These exams have been produced with Federal funds which will no longer be available.

The third test series that we also used in the State's Accountability effort is the Pupil Evaluation Program (PEP). These statewide exams are given to third and sixth grade students each year and provide schools with a means to measure the relationship of their students to statewide norms.

Maintenance of these exams is essential so that there is a method by which schools may evaluate their performance and the State may gauge the performance of the entire system. An appropriation of $278,000 in State funds is requested.

School District Buildings and Construction*—The Regents recommend two legislative proposals to economize on school construction:

(1) *To provide a method of modifying the building aid on debt service when the building is sold by the school district.*

Present law provides for aid on debt service without regard to the disposition of the school building. This could lead to a situation where the State is paying aid on a building which has long since been sold by the district. The proposed bill would be equitable to the taxpayers of the State as well as those of the district. The bondholders' interest would not be impaired in any way and such sales would be neither encouraged nor discouraged. As school enrollment continues to decline, sales of school buildings may occur more frequently.

(2) *To add financial safeguards to the provisions of Education Law which authorizes school districts to enter into lease, lease with option to purchase and lease-purchase agreements with respect to buildings to be placed or erected on land owned by the school district.*

Regionalized Transportation Systems*—As pupil transportation costs have risen in recent years, the Regents have felt that efficiencies and economies could be achieved by regionalizing transportation services. The Regents recommend, therefore, that school districts be authorized to provide regional pupil transportation services. The apportionment for jointly operated transportation systems shall be made under the same conditions as for individual school districts.

Joint transportation systems will improve efficiency and economy by eliminating overlapping and duplicative services and further reduce costs by mass purchasing and centralization of vehicle maintenance.

Contingency Budget Limits*—Boards of education in school districts operating on contingency budgets have been subject to complicated rules as to what expenditures may or may not be budgeted. Even under these rules, some boards have increased the ratio of staff to pupils and substantially increased expenditures despite the fact that the voters rejected the budget.

The Regents propose that such boards have decision-making power as to what kinds of expenditures may be included in a contingency budget, but require the decisions to be made within limitations on total expenditures and pupil-staff ratios. The Regents recommend, therefore, that a local school district on a contingency budget be prohibited from increasing operating expenses per pupil

by an amount greater than 50 percent of the prior year's increase in the U.S. Consumer Price Index and from increasing the size of the professional and the paraprofessional staff of such district beyond that of the previous year. The limitations would not apply to Expenditures for handicapped pupils. Within these constraints, a Board of Education would be permitted to budget its expenditures in the best interests of the district.

New York State School Computer Services System (NYSSCSS)—The Regents request $125,000 for the New York State School Computer Services System (NYSSCSS) to assure availability and comparability of basic education information for statewide reporting. The requested funds will assist in elimination of costly duplication of systems design and programming at the local level. NYSSCSS is designed to expedite statewide implementation of new data requirements and proven practices. For example, when budget codes for State or local reporting are changed, the reprogramming could be done throughout the State at once. As another example, if effective new approaches in computer-aided or monitored instruction were developed, a statewide system could implement these far more swiftly and efficiently than would be the case if regional centers or local districts operated independently. Funds are needed for the State system to insure that regional centers maintain comparability of programming approaches in serving local school districts.

POSTSECONDARY EDUCATION AND THE PROFESSIONS

The basic issues of higher education in New York State are related closely to the economic predicament of the nation, especially in the Northeast. The issues are rising costs, the consequences of retrenchment, enrollment decline, the tight employment market, an erosion of public trust, and the maintenance of educational quality. Problems of financing higher education, both in the public and the independent sector, have generated a search for new ways of increasing higher education effectiveness. One example of a search was, of course, the Wessell Commission established by law and appointed by Governor Carey.

The basic issue of governance in higher education is the way in which planning, policy-making and evaluation functions are distributed. The Regents are on record in the 1976 Statewide Plan as supporting the maintenance of the existent system of governance for

each sector while favoring a strengthened role for the Regents in planning and in making recommendations to the Governor and the Legislature on the allocation of fiscal resources.

The Regents' objective is to assure legislative support of a system with strong coordinated planning, policy-making and accountability as statewide responsibilities of the Regents. We will work toward adjustments in the master planning process, which was designed during a period of great growth, so that the process can adequately assure both diversity and quality of higher learning offerings while adjusting to decline. We will work toward a stronger fiscal review by the Department and Regents and toward a stronger procedure of academic quality review, expanding on the concepts now in place for the review of doctoral programs.

Our State has a strong potential to maintain a diversity of institutions and academic independence, while at the same time increasing public support—both State and Federal. Through our system of higher education governance, we can assure that the integrity of higher learning is preserved with support of the body politic but without partisan interference. Our system of governance is envied by those in other states across the nation. We must work to assure that same level of respect and confidence within the State.

In the 1976 Statewide Plan for the Development of Postsecondary Education, the Regents adopted their goals and objectives for postsecondary education for the next four years and stated their policies for the coordination and development of postsecondary education, including the professions. The following objectives and priority activities are based on the Regents' goals, objectives and policies established in the 1976 Statewide Plan.

1. To assure excellence in postsecondary education through the maintenance and monitoring of appropriate academic standards, the guarantee of academic freedom, and the acceptance of academic responsibility;
2. To foster high standards of practice by professionals and paraprofessionals through educational preparation of high quality, licensure and certification, and monitoring maintenance of competence;
3. To allocate resources effectively to assure postsecondary education of high quality and professional competence;
4. To provide the opportunity to pursue postsecondary education without regard to age, sex, race, creed, national origin, geographic location, or economic status; and
5. To offer a variety of programs which will permit selection appropriate to individual needs and abilities.

Accountability

In an effort to assure the maintenance of educational quality during the 1980's, the following are identified for special attention during the 1978–79 fiscal year:

Educational Preparation

(1) **Program Review**—During 1978–79, the review of doctoral programs will be continued. Proposed, new first-professional degree programs and other new programs designed for entry into a profession will receive close scrutiny. Programs in English, history, chemistry, physics, astronomy, modern foreign languages, sociology and political science have been reviewed. The Regents request a $27,200 increase in 1978–79 to review doctoral programs in economics and anthropology and to begin preparation for review in 1979–80 of doctoral programs in education, a field which has the largest number of programs (241) and the largest enrollment. This study is especially important given the fact that few new teacher education graduates are presently employed.

Reviews of master's level programs will continue. Because the strengthening of master's degree programs contributes to the overall quality and efficiency of higher education, specific actions which enhance graduate education, as indicated in the reviews, will be pursued. Off-campus offerings and programs for special populations will also be carefully examined.

Greater emphasis will be placed on institutional self-review. This is especially important at the undergraduate level where the number and scope of programs are great. As the variety of nontraditional programs increases, there will be an increased need for protecting individuals from fraudulent or inferior practices and for ensuring that acceptable standards of academic quality are being maintained.

(2) **Teacher Education**—Competence-based teacher education requires that preparation be derived from known classroom needs and that the skills, knowledge, and attitudes deemed necessary for prospective teachers be publicly and explicitly stated.

Assistance will be provided to postsecondary institutions in completing the fundamental reevaluation and modification of their programs. The Department will expand its efforts to develop monitoring procedures to complement the limited number of site visits possible with reduced staffing. The recently developed Educational Manpower Information System

will be used to advise schools and colleges on the need to modify or contract programs.

Access to Postsecondary Education

Recent development of postsecondary education in New York State has emphasized access—making a full range of degree and nondegree, undergraduate and graduate, full-time and part-time opportunities in both public and independent institutions available to a heterogeneous population. In addition, access has been increased by the development of nontraditional options for postsecondary education and entry to the professions.

Higher Education Opportunity Program (HEOP)—The Higher Education Opportunity Program provides screening, testing, counseling, guidance services and development course work for thousands of college students who otherwise would not be able to pursue postsecondary education. In 1977–78, approximately 5,600 full-time equivalent (FTE) students will receive these necessary services and other supportive aid at an average cost of $1,430 per student.

The success to date of this program, as documented in a Department study, in assisting economically and educationally disadvantaged students to complete a college education has been gratifying. The Educational Testing Service estimates about 40,000 high school seniors in New York State would meet the criteria for the program. During the last two years, only 30 percent of those students identified as eligible by HEOP institutions could be enrolled. The Regents propose an expansion of HEOP from 5,600 to 6,600 FTE students for 1978–79.

The Regents also propose an increase in HEOP support from an average of $1,430 to an average of $1,680 per student. The increase in State support requested for 1978–79 is $3,122,000 for a total cost of $11,088,000.

Tuition Assistance Program*—The Regents propose three changes in the Tuition Assistance Program requiring additional State outlays of an estimated $37 million in 1978–79.

The Governor has already proposed increasing the undergraduate maximum award from $1,500 to $1,800, effective with the 1977–78 academic year. The Regents had proposed an increase last year, had developed a proposal for the coming year and, of course, strongly support the Governor's proposal. This increase would require an es-

timated $6.3 million in 1977–78 and $17.4 million in 1978–79 over the funds now appropriated for the current year.

A second major recommendation is to eliminate the $200 reduction in awards for upper-division students. Students entering the third year of study usually face increases in tuition rates; they do not find it easier to secure part-time jobs nor does nearness to the degree and ultimate full-time employment make it easier to meet current educational and living expenses. The change would require an increase of $14.2 million in State funding in 1978–79.

Third, the Regents recommend increasing the maximum award for graduate students from $600 to $800, requiring an additional $5.2 million in 1978–79. When TAP was initiated in 1974, the needs of graduate students received little attention. The increased awards will benefit not only the students, but the institutions in relieving them of some of their implicit and explicit support of graduate students.

Parents and Students Savings Plan (PASS)*—The Regents endorse Governor Carey's proposal to establish a Parents and Students Savings program through the development of tax-free trust accounts for the future postsecondary education costs of students. Although the creation of tax-free trust accounts would be most beneficial if approved by Federal tax statute, the Regents believe New York State should not delay in the development of educational trust accounts that should be exempt from State and Federal income taxes. The Regents' legislative proposal for PASS will be designed to stimulate savings for postsecondary educational expenses and will be compatible with the establishment of a similar Federal program.

Regents Graduate Fellowship Program*—New York State is uniquely fortunate in its system of graduate education which has strong doctoral programs in both public and independent institutions. In most other states, graduate education is offered primarily in public institutions; in New York, 26 independent institutions offer doctoral programs, and about three out of four graduate students attend independent institutions. These independent institutions serve a major public purpose, which would otherwise be supported entirely by public funds.

For the past two years, the Regents have proposed adoption of a new graduate fellowship program for students pursuing doctoral degrees. The Regents again propose initiation of these fellowships, with emphasis to be placed upon support of advanced study in fields which will contribute to improving the socioeconomic climate of New York State. The fellowships would number 800 per year, cover

three years of study, with a maximum tuition grant of $3,000 and an expense stipend of $2,500. Fifty of the 800 fellowships would continue to be designated as the Lehman Fellowships.

The first awards would be made in 1979–80 and require $3.5 million the first year, rising to $10 million by 1981–82, when the maximum authorized number would be in effect.

Innovative Approaches

Many modes of acquiring knowledge, apart from the traditional two-year and four-year patterns, serve personal and professional lifetime educational needs. The Regents intend to emphasize such modes by encouraging a variety of nontraditional programs including the Regents External Degree Program, the College Proficiency Examination Program, Empire State College, and the Library Independent Learner Project. These deserve continued support for their enrichment of the State's education system.

Expansion of the College Proficiency Examination Program—The College Proficiency Examination Program (CPEP) provides unique opportunities for students who desire to earn college credit through independent study. During 1977–78, it is expected that 12,000 examinations will be administered, 2,500 of them out of state. The Department has made a contractual agreement with the American College Testing Program (ACT), a national nonprofit educational and testing agency, to administer CPEP tests in every state outside New York. The tests given in 1977 and 1978 by ACT will add $12,500 to State revenues. At an average test fee of $34, the 9,500 CPE's given in New York State will result in revenue of $323,000 during the 1977–78 fiscal year.

The program continues to grow at a rapid pace and the Regents are anxious to take advantage of opportunities for additional growth in 1978–79. With this in mind, the Regents are requesting an increase in State support for the College Proficiency Examination Program. Increases totaling approximately $47,000 are requested. If these funds are made available, the program can continue to grow through the development of new examinations and expanded markets. Such an expansion of CPEP would result in 14,500 examinations being administered during 1978–79. This would result in revenue deposited in the general State account of $362,500 for 1978–1979, an increase of $27,000 over the 1977–1978 level.

Planning and Coordination

Planning a Comprehensive System—The preparation of the 1978 Progress Report will provide an opportunity to evaluate the policies

and programs recommended in the Regents' 1976 Statewide Plan, and to modify them where appropriate. The Progress Report will provide an examination of the impact of revised levels of fiscal support, and present new proposals in such critical areas as: structure and coordination, student financial aid, institutional aid, academic program quality and availability, new student clienteles, nontraditional study, teacher education and certification, capital construction requirements, and monitoring professional practice and growth.

Master Plan Amendments*—Although the Regents are responsible for the development and submission to the Governor and the Legislature of a quandrennial higher education master plan, they do not have authority to initiate amendments to the quadrennial plan in the intervening years. Higher education institutions, on the other hand, may delete programs, in some cases changing their mission, without the approval of the Regents. Legislation correcting these two deficiencies will enhance the effectiveness of the higher education master planning process.

Regents Regional Advisory Councils—The concept of regionally coordinated planning must be fully implemented in order to serve the special geographical and program needs of each region. Regents Regional Advisory Councils must be established in those regions where they do not yet exist. State support for regional councils is essential if the councils are to play an active role in planning and program development. At the same time, interinstitutional cooperation should be encouraged within and across regional boundaries.

The advisory councils in New York City, Northeastern New York and the Genesee Valley have demonstrated that institutions can work together effectively to assist in the master plan process and to implement joint projects. The State University of New York, and the State's independent colleges and universities have supported the development of Regents Regional Advisory Councils.

While the success of the councils during the past five years has been gratifying, the councils have been severely handicapped by not having available supportive funds to carry out the coordination of interinstitutional activities. To support the Regents Regional Advisory Councils in their work in promoting and coordinating interinstitutional cooperation in seven regions, $500,000 is requested.

Coordinating a Comprehensive System

(1) **Fiscal Review**—A new procedure for a comprehensive annual review of the fiscal needs of all postsecondary education should

be implemented as recommended in the 1976 Regents Statewide Plan.

(2) **Financial Management**—The deteriorating economic climate of the seventies has made even worse the difficult financial conditions of some postsecondary educational institutions. Projections for the 1980's indicate a decline in enrollments for full-time undergraduate students drawn from the traditional age groups will aggravate the situation, and although new enrollment populations have been identified, postsecondary education institutions will be confronted with serious financial problems. The State Education Department will assist institutions by advising them in financial management techniques and alternatives.

Information for a Comprehensive System—In order to facilitate coordination efforts, the State's information system must provide necessary data to meet the needs of the State and Federal governments and the educational institutions themselves. Data collection and dissemination will be accomplished in many ways.

The Department will continue to participate in two projects in cooperation with the National Center for Higher Education Management Systems to implement the Information Exchange Procedures system, and to pilot test and expand the statewide planning model.

The Databank and Information System on Health Resources, consisting of historical and current data on health professionals and health care resources, will be used for the development of sophisticated models for statewide planning, the projection of supply and need, and the simulation of alternative policies and policy decision at a variety of decision-making levels.

The system will draw upon the following basic data sources:

—Licensure and registration data on specific professionals;

—New York State Higher Education Data System information of preparatory educational programs and program resources;

—The master file of registered programs with information on institutions, locations, degree levels, subdisciplines in preparatory education for licensed professionals; and

—New York State demographic da'a.

Financing Current Educational Services

Institutional Aid to Independent Colleges and Universities*—The program of general unrestricted aid to independent colleges and

universities based upon degrees conferred is of great importance in maintaining and strengthening this large component of the State's comprehensive system of higher education. The Regents recommend increases in the awards averaging 6.4 percent over the present level, with the award for the associate degree being increased to $500, the bachelor's to $1,000, the doctorate to $3,500, with the master's maintained at the present level of $650. Total funding would rise to $72.8 million in the 1978–79 academic year, or $4.4 million over the amounts that would be payable in that year with the formula unchanged. The budgetary increment required for the 1978–79 fiscal year is $3.1 million over that which has been submitted for the present program.

Financial Management—The dramatic growth in postsecondary education during the 1960's and early 1970's has been declining in recent years and enrollment projections through 1985 forecast a decline in enrollments of full-time undergraduate students drawn from the traditional age groups. Although new populations have been identified (such as adults and other persons attracted to nontraditional programs) postsecondary institutions will continue to be confronted with serious financial problems. The weakened economic climate of the seventies has aggravated the problems facing postsecondary educational institutions. The Department will continue to assist institutions by advising them on financial management techniques and alternatives. The Department will also publicize the quality of higher education to potential students in other states and foreign countries to attract attendance at campuses with vacancies.

Expanding Eligibility for Readers' Aid*—The Regents propose that the existing legislation concerning the provision of State aid for blind or deaf college students employing readers be expanded to include those students with any severe physical handicap. The Regents further request that the maximum amount of allowable aid be increased from $500 to $1,000, and the eligible restriction be eliminated that presently requires an applicant to be "regularly matriculated" and "working for a degree." Instead, there should be a method of providing aid according to the course load or amount of hours for which an applicant is registered. This change in the law would require $50,000 for 1978–79.

The Professions

The Regents' statewide responsibility and concern for professional education, licensure and discipline in 30 fields requires continuing

analysis of questions of statewide adequacy and of the geographic distribution of practitioners; trend lines of supply (to accommodate the long lead time required for preparation of practioners); standards of acceptable professional performance; and means of assuring that those standards are met. During the past several years, significant steps have been taken to strengthen the Regents' role with the professions. A major step was taken in July with the new rules of conduct.

The Regents' objective is to protect the public; but beyond protection and in most positive terms, the objective is to assure that needed services are available without regard to geographic location or racial, ethnic, religious or economic factors, and that such services are both safe for the patient or client and that at minimum, they meet acceptable levels of quality.

Professional Performance—The new Rules of Professional Conduct adopted by the Regents during 1977–78 will be extensively publicized among members of the professions and the public. An increased level of funding for the Office of the Professions in connection with higher fees for licenses and registrations has permitted additions to staff and equipment in the Division for Professional Conduct and Professional Licensing Services. These additions and improvements permit more rapid processing of licensure and discipline cases and greater accessibility for the public. Brochures and television and radio advertisements will be used to publicize the services provided by these two divisions, including the toll-free telephone lines. As a result of efforts to increase public access, referral of cases from consumers has already increased 40 percent.

For 1978–79, additional funds of $177,000 are requested in the Division of Professional Conduct. This increase would provide for eleven new positions and support costs in order to form a new investigative unit to accommodate the Division's workload which is growing at an overall rate of 25 percent.

The Division of Professional Licensing has completed the automation of its fee and registration procedures. By the end of 1977–78, the implementation of a new Information Unit will be completed which will permit 24-hour response to calls and inquiries. During 1978–79, the prelicensure procedures will be automated and a word-processing system will be installed. This will require an increase of $161,000.

For the biennial registration period, 1975–76, and 1976–77, revenues of $20 million were collected. Over the next biennium,

1977–78 and 1978–79, the number of applications for licensure and registration is expected to continue to increase resulting in revenues for that period of approximately $22 million.

There are now 20 professional boards which assist the Department in the monitoring of educational and professional standards in 30 professions. The Regents are requesting an increase of $513,000 in this area, which includes $200,000, to support an increase in the per diem rate for board members from $35 to $70 as well as the addition to the boards of lay members. The requested increase also includes $300,000 required for the increased costs of professional examinations due to an increase in the number of candidates.

Maintaining and Increasing Competence—Preparation for initial licensure or certification is part of the Department's responsibility for the education of professionals. To facilitate education after licensure, the Department is exploring opportunities for continued professional growth, including alternatives to graduate study. The Regents recognize that education after licensure is only a part of the maintenance of competency, and that practitioners must be exposed (on a voluntary or mandatory basis) to other educational experiences, such as peer review of quality of practice, designed to improve the quality of their services.

The need for demonstration of continued or increased competence as a condition for reregistration or continued certification will continue to be assessed. The activities of professional groups in this area will be closely monitored and the results of their programs assessed. One area that will be explored is the opportunity for continued professional growth in the State's elementary and secondary schools. The staffs of the public schools are stabilizing with longer terms of service in a district and a greater proportion of persons permanently certified. The changing configuration of school staffs calls for attention to the need for planned and comprehensive programs of inservice education.

The Regents recommend that continuing education be required in both dentistry and medicine effective May 1, 1982 and January 1, 1981, respectively.*

Education and Health Policy—The Regents and Department have statewide responsibility for the health education of students and for medical services in the elementary and secondary schools. In addition, the Regents have responsibility for professional education planning for the health professions and professional licensing and conduct of the health professions. The Regents also must coordinate

health planning functions with those of the various State boards, commissions and councils which share responsibility in this area.

As part of the coordination of professional education, health manpower and health delivery systems, the Regents are addressing special problems of health care service and distribution—geriatric care, family practice and shortage areas—and integration of education master planning functions with manpower data collection and health care planning.

Expanding Health Care Roles—The final report of the Regents Task Force on Medical School Enrollment and Physician Manpower included many important recommendations for New York State. Those recommendations continue to represent appropriate guidelines for action in the area of health care delivery.

The Department will continue to cooperate with other agencies and institutions to ensure that the preparation and distribution of health care practitioners will meet the needs of the State. The roles of all health care practitioners and their interrelationships will be reexamined in order to determine whether or not it is feasible to redefine such roles in order to provide better protection of the health of the public.

The Regents recognize the need to assess health practitioner roles and to redefine those roles in the context of a complex system of institutions, clinics, and independent practitioners. This recognition mandates that no profession or paraprofession be studied in isolation, and suggests that educational services be planned on a continuum (ranging from the entry-level credential to postdoctoral certificates) to assure accountability in both educational preparation and professional performance.

Increasing Health Personnel*—In the coming year, New York State must seek ways to increase enrollment at the State's medical colleges, increase retention of graduates of the State's medical colleges, and decrease reliance on foreign-trained physicians. To address these concerns, steps must be taken to stimulate upper-division clinical education programs and to give sharper focus to planning medical education.

On the basis of the recommendations of the Regents Task Force on Medical School Enrollment and Physician Manpower, the Board of Regents has advanced new programs of financial aid, both to maintain existing medical school enrollments and to encourage their expansion. Certain of the Regents' proposals were adopted in 1976–77. The recommendations that follow reflect continued move-

ment toward the Regents' goal of increasing the supply of primary care physicians in New York State.

1. The present capitation and expansion aid programs would be replaced by one aid program which would combine the objectives of continuing public support for education for the health professionals and of giving independent institutions maximum incentive to expand the number of upper-division clinical medical school places.

   The Regents propose legislation that will provide a capitation award of $2,000 per student in a medical program and $3,000 per student in a dental program. It is also proposed that an additional award of $1,000 be provided for each student in a medical program and $2,000 for each student in a dental program who is a New York State resident, and a further award of $1,000 for each resident medical student in COTRANS, Fifth Pathway or the Biomedical Education Program of The City College of The City University of New York.

   The cost of continuing the current aid programs in 1978–79 would be $12,550,000 which would include $11,500,000 for capitation aid and $1,050,000 for expansion aid. The cost of the proposed combination aid program in 1978–79 for payment of full entitlement would be $17,700,000.

   Capitation aid rates have not been increased since 1974. Since then the costs of medical and dental education programs have risen steadily. This proposal is an attempt to bring aid rates more in line with costs while at the same time providing, in an administratively manageable format, special incentives for upper-division expansion and the enrollment of New York State residents.
2. Provisions of the Vermont Medical School Contract allows for the admission of a third class of 25 students in 1978–79 at an increased cost of instruction per student of $6,700. This will result in an appropriation of $442,000 for 1978–79.
3. The contract with the Sackler School of Medicine, University of Tel Aviv, offers a maximum of 40 places to New York State residents at a cost of $6,000 under a contract similar to that with the University of Vermont. A second-year class of 40 students will enter in 1978–79 resulting in an appropriation of $480,000 for 1978–79.

Allocation

To maintain and strengthen a comprehensive system of postsecondary education, it is necessary to promote the productive coexis-

tence of all postsecondary institutions, which will provide a variety of opportunities and programs.

The next several years will likely be a period of transition and evolution of the system. The basic issues that need to be addressed include:

- — The adequacy of the current structure of postsecondary education to sustain serious budgetary cuts while maintaining student access.
- — Alternative funding and governance structures that can be developed to minimize the adverse effects of reduced funding in the public sector.
- — Modification of student and institutional aid to offset escalating costs.
- — Determinations of where and to what degree cutbacks in program and funding should be made when necessary.
- — Enhancing postsecondary education's ability to respond to market conditions.
- — Meeting the need for professional education of high quality and provision of opportunities for maintenance of professional competence.

CULTURAL EDUCATION

The biennium of 1978–79 is a critical period for New York library services. Long-term goals, governance, universality of access to the system, the balance of local, State and Federal support—these major considerations and others are likely to be shaped for much of the balance of this century. The Regents must have a substantive role in these events, for they are presently both the policy-making and coordinating body for the major providers of information in this State, and also represent major constituencies which depend on such information, the educational community, government and most of the professions.

In the next biennium, the Regents will be prepared for the following activities: 1) Planning for the Governor's Conference on Libraries and Information Service—scheduled for June 1978—and responding to the conference results; 2) Attendance at the White House conference on Library and Information Services—scheduled for September 1979; 3) Completion and redeployment of State Library resources in the Cultural Education Center in the spring of 1978; 4) Firm establishment of the State Archives and strengthening of the Local Rec-

ords unit which deals with the vital historical and current documents of smaller units of government, including school districts; 5) Coordination of school and BOCES libraries and media centers to make their resources available to all the learning population; and, 6) Continuation of efforts by the Legislature and possibly the Executive to transfer governance of the State Library and statewide library development outside the Regents' jurisdiction.

For most of the last two decades, under Regents' aegis and in a growing economy, New York has been a leader in the development of library systems. The library systems approach was developed to guide libraries toward expanded and improved service and, by sharing resources and technical services, result in cost-savings which, at the very least, can cope with the inflationary increases caused by a labor-intensive activity.

The strength of the New York State library system requires that the Regents continue to have responsibility for the variety of programs if proper coordination with other educational functions is to be maintained and improved.

Goals and Objectives

The Regents' specific goals and objectives for the Cultural Education Program are to preserve and strengthen the cultural institutions of the State as creative forces in expressing the beliefs and values of our society as well as serving as the custodians of our cultural traditions; to enrich the formal programs of educational institutions of elementary, secondary and higher education by broadened use of the holdings and programs of the cultural institutions; to provide alternative educational opportunities for persons of all ages and cultural traditions; to inform current and potential users of cultural resources of their location and availability for public use; and to develop ways by which all users can have a form of access to all cultural resources and to achieve equitable financial support.

The combined impact of a community's cultural and academic institutions presently can benefit a relatively small percentage of the population. Programs are needed to create useful and innovative associations among schools, colleges, libraries, museums, archives, performing arts organizations, and historical societies. The results of these programs will help to establish the patterns of lifelong learning, will improve present educational resources, effect proportionate economies and will foster a broader cultural perspective among the general population. These broad objectives are described more specifically as follows:

—To develop coordinated library service to all the citizens of the State, including the handicapped, the disadvantaged, and the institutionalized at every appropriate level—local, regional, and State—so that all persons may have direct and easy access to a system which will provide them with necessary or desired information and library materials and services for the pursuit of their own social, cultural, and educational growth;

—To advance the availability and understanding of the resources of museums and historical societies, including in-house and extension educational programs;

—To strengthen the educational and cultural resources of the State in the areas of science and history through the collection, preservation and interpretation of natural phenomena and the works of man;

—To investigate the natural resources and history of the State of New York, both for the acquisition of new knowledge, and for its use by the public and agencies which serve the public;

—To promote and develop an educational media program for the State, including the development and expansion of communication systems, facilities, equipment, materials, and methodology; and to promote the efficient and economical utilization of all educational media and technology to provide more informal, general, and cultural education for all citizens of the State;

—To preserve and make available for use the historically valuable official records of State government and to assist local governments with appropriate archival and records management practices;

—To encourage, advise and coordinate educational program efforts of cultural institutions, and to help publicize the availability and unique character of these to the public.

Public Awareness

The huge and increasing demand by the general public for access to cultural resources continues to pose grave financial problems for New York's cultural institutions. Because neither the demand, nor the problem, nor the benefits of cultural education have been clearly publicized, the Regents must continue to carefully document this issue and inform the public. In addition, the Department will assist these institutions in making the public aware of their diverse and unique contributions to the State's educational and economic well-being as well as its cultural life and in finding resources to alleviate the crisis.

The Regents urge that the following specific priorities dealing with

the community resources of the State—library, museum, archival, TV, historical, scientific, and artistic—be approved for FY 1978–79 so that the potential of the total resources of the State's educational system will be realized. Special attention should be given to coordinating services between the cultural, elementary, secondary and continuing, and postsecondary institutions of the State.

The highly successful opening of the new State Museum in the Cultural Education Center of the Empire State Plaza has been sustained by a fourfold increase in attendance and a wide variety of related cultural events. The transfer of the State Library to the same building will add further in its being recognized as a center of cultural education. New and enlarged programs are needed to increase its resources for this purpose, but of equal importance are programs which will enable these resources and special personnel to function as a center for cultural education, directing current and new learners to other locations to pursue their education with the aid of a greater diversity of resources and modes of learning.

Cultural Education Center—State Library—The move of the Library to the new Cultural Education Center during 1977–78 offers new growth space for the collections, more modern and convenient onsite user facilities, and more effective space and staff use. Support should be given to the concept of the Library electronic catalog, and the computer-based collection management system, which will allow use of the full potential of this new physical facility.

As part of the State's Library's move to the Cultural Education Center, certain technical changes must be made to enhance service in Albany and throughout the State. Many tasks and challenges will be confronted with the move. Among them are adjusting to the new physical structure, the interior layout and design, and the one-library-one-collection concept. After the move, the present card catalog will be closed and a new system of access to holdings through computer support established. A continued emphasis on organizing collections of source and manuscript material must be managed.

The State Library, along with other major libraries in the country, is struggling to handle increased demands for service. The traditional approaches to processing materials and providing service are no longer adequate. The management of the massive collection and the rapidly expanding and complex catalogs that provide access to the collection raise problems that require sweeping, imaginative solutions.

The Regents request an increase of $179,000 to finance the several projects related to the new State Library in 1978–79.

In order to meet more fully the needs of all the residents of New York State and to respond to critical inflationary factors, fiscal support for library services, for which there has been a long-term inflationary shortfall, must be increased and used to encourage maximum coordination among libraries of all types and across library system lines. Anticipated economies can be effected by promotion of shared services and resources.

Special emphasis should be given to support the following priority service areas: service to State government, the New York State Interlibrary Loan Network, and service to the blind and visually handicapped. These should be used to:

—Strengthen acquisitions and access to various information resources, including computerized information retrieval systems.

—Increase State Library responsiveness to the information needs of State government, improving the productivity of State government by extended access to information resources and systems, and applying network concepts to State government information services.

—Provide access to an increased variety of resources for the blind and visually handicapped, and allow an aggressive program of outreach services to eligible clients not now served.

In order to continue development of the library collection in a way which will maintain an adequate level of support for the Library's program of services to the Legislature, other State agencies, the general public and the research collection in NYSILL, an increase of $331,000 to $1,043,000 is requested for the "book budget" to cover costs of library materials.

State Aid to Libraries*

The Regents are making a major legislative proposal to strengthen New York's total library system. Specifically, the bill would (1) continue State aid for existing public library systems, central libraries and member libraries, and for reference and research library resources councils; (2) provide additional incentive aid for development of school library service systems within BOCES and the big five city school districts; (3) provide incentive State aid for regional cooperative service programs among the three types of library systems; and (4) give the reference and research library resources systems statutory recognition.

In addition this bill would:

1. Restate, in slightly modified form, the conditions which public library systems, central libraries, and member public and free association libraries must meet in order to qualify for State aid;
2. Add in statute the conditions which reference and research library resources systems must meet in order to qualify for State aid;
3. Establish the conditions which BOCES and the big 5 city school districts must meet in order to be designated as school library systems, and to qualify for pilot planning grants;
4. Add the definition of regional intersystem library services cooperation, and the conditions which participating library systems must meet in order to qualify for additional State aid;
5. Continue to provide State aid to public library systems, central libraries and member public and free association libraries, with increases in per capita and book reimbursal aid to the library systems and central library book aid to the central libraries; provide a minimum level of State aid for each public library system; provide per capita aid to public library systems which include school libraries as associate members; and revise the Local Sponsor Incentive Aid program to recognize the special position of urban libraries in library systems programs; provide for a more equitable distribution of such aid between system and member library programs, and simplify the administrative procedures;
6. Add in statute the authorization for State aid to reference and research library resources systems, and provide one-time increases in State aid;
7. Provide one-time pilot planning grants to school library systems within a region to prepare them for participation in regional intersystem cooperative library system programs; and
8. Add statutory authority for the payment of State aid for regional intersystem cooperation programs which involve public library systems, reference and research library resources systems and school library systems.

This bill in intended to provide a comprehensive legislative approach to meeting people's need for access to library and information services by utilizing and further developing existing libraries and library systems of various types. It is further the purpose of the bill to bring the benefits and cost-savings of system cooperation to all types of libraries (including school libraries) and encourage intersystem cooperation on major regional bases among groupings of public, academic, special, and school libraries.

The bill is a refinement and evolution of the legislative proposals

advanced over the past three years to bring a coordinated approach to the State's goal for library development among all types of libraries, and to apportion available State aid in the most effective manner to encourage (1) matching local effort in support of libraries and (2) maximum use of special materials and services neither readily found nor generally needed in all the libraries of a region. As in the last two library legislative proposals endorsed by the Regents, intersystem cooperation remains the primary objective.

At the same time libraries and library systems are being encouraged to reinforce one another in meeting user needs, their ability to maintain a basic strength in this new partnership cannot be overlooked. Thus, besides providing incentive State aid for cooperation across existing systems of libraries, this bill also provides necessary increases to assure the continued viability of the public library systems and the reference and research library resources systems. Further, it revises the local sponsor incentive aid program to encourage all local and intermediate jurisdictions to provide adequate basic support of their public libraries, especially those seven of recognized cumulative strength maintained within the five major cities of the State. Their continued adequacy is an essential need, not only for the primary clientele they serve, but for their role in the statewide interlibrary cooperation pattern.

It is estimated that this bill would require the following increases, by State fiscal year, in the Local Assistance Budget:

1978–79 — $15,782,700
1979–80 — $16,899,775
1980–81 — $18,016,850
1981–82 — $19,133,925
1982–83 — $20,251,000

Cultural Education Center—State Museum

Museum Exhibit Program—The new series of permanent exhibits in the State Museum dealing with explanations of New York's diverse cultural and natural environments, requires completion of the New York Metropolis and Upstate Regional Halls to achieve the maximum educational benefit, and to take advantage of the economies to be derived from using the existing group of specialized production personnel. Temporary exhibits, displaying works of fine and decorative arts borrowed from institutions throughout New York, should commence in the spring of 1978. The present successes of the new Museum must not slow plans to complete the Museum. The exhibits now planned must be completed and a comprehensive

program involving the use of exhibits and artifacts of other museums, both national and international, must be developed so that the riches of the world may be shared with the citizens of New York. The Regents request an increase in funds, for filling existing positions, supplies and contractual work required for the ongoing and planned exhibits in the amount of $181,000.

Museum Education Program—The facilities and permanent and changing exhibits in the new State Museum provide an unparalleled opportunity to extend the learning experiences of visitors through lectures, handbooks, seminars, closed-circuit television, audiotapes and interviews with curators. A basic level of these educational activities must be developed to enable both adults and children to have the full complement of services found in all first-rate contemporary museums. In addition, the State Museum is seen as developing a group of new educational systems which will better serve existing audiences and attract new users among those with limited formal education. Emphasis should be given to the development of those new systems that can serve as models for other institutions throughout the State, and those that involve the other institutions as recipients or participants. To continue development of the Museum Education Program the Regents request $29,000 in 1978–79.

Recognizing that museums are educational institutions and make major contributions to the learning of citizens of all ages in this State, the Regents support the funding of ongoing operations of qualified museums as a State responsibility and point out the need for additional funds for special educational activities which may be provided by such museums either in or outside their walls. Demand for these educational resources now exceeds the ability of many museums to satisfy that demand.

Additional delivery systems are required to increase the use of these resources, and for this purpose cooperation with other institutions and remote access to resources must be promoted. Experimental delivery systems will be evaluated and information about those which are successful disseminated to the museum community to encourage additional development.

Science Service Activities

The Science Service is engaged in research dealing with the natural resources of New York State and their importance to its citizens. The service also manages the State Museum's collections which are an important scientific asset of New York State, and provides infor-

mation based on its research, extensive records, and collections to State agencies, municipalities, industry, and the inquiring public.

The State Science Service is unique in that it is not directly involved in regulatory activities, nor in advocating particular public or private development projects, and, therefore, brings specialized experience and objectivity to potentially controversial problems. An important example of this is the baseline information and studies regarding the seismic risk of certain nuclear power plant sites which have been presented in recent testimony of Science Service staff and consulting geologists before the Nuclear Regulatory Commission.

The Science Service should continue to function as the lead agency on an increasing number of important scientific projects. Responsibilities must be focused on strong impact with a limited number of specific research areas. In the long term, the Regents recommend approximately seven areas of research concentration including environmental, geology, biological control of harmful insects, and a comprehensive inventory of New York plants with information on rarity and economic value. This concentration of resources should provide the State with an intensive review of selected subjects and attract increased grant support from Federal and private sources concerned with both Federal and State issues.

In order to respond adequately to the needs of State and private organizations for information and interpretation of the State's natural resources, the Science Service must be the appropriate focal point for the coordination of these services. This will require greater visibility, increased liaison with other groups, and additional resources.

The Natural Resources Inventory Document Center will begin acquisition of microfilm documents this year. It is anticipated that most of the documents available will be microfilmed and ready for use by the end of 1978–79. When these reports of investigations, theses, maps, distribution costs, etc., are microfilmed and cataloged, all available unpublished data can be reviewed at a single location, the Science Service Library. These, together with the standard references and a complete set of Science Service publications on the State's natural resources provided by the State Library will enable users to quickly examine all available information for environmental analyses and reviews.

Increasing demands for environmental impact statements by both Federal and State agencies have continued to require a substantial commitment of Science Service resources. In order to meet this increased workload, the Regents request an increase of $189,000 in the 1978–79 budget request.

State Archives

In the past, there has been no consistent or continuous effort to identify and preserve the historically valuable records of the State government, now scattered among numerous creating and custodial units. The New York State Archives, authorized by the Laws of 1971 and begun in January 1975, is now actively correcting this situation. An inventory of all existing State records is well underway, and the Archives is now using the results to evaluate the records for historic and other value. Those selected for permanent retention will be brought together in the new Cultural Education Center where they will be made secure, arranged and described, and made available for use by government, scholars, and the public.

In addition, the Regents recognize that records of local governments constitute a valuable cultural resource and document the rights and privileges of the State's citizens. The role of the State Archives in carrying out the legal responsibilities of the Commissioner of Education shall be to examine the condition of local public records and to make recommendations as to proper procedures for their creation, management, reproduction, and preservation or disposition.

The State Archives' official duties in these regards were strengthened in 1976 with the Governor's appointment of the New York State Historical Records Advisory Board and the designation of the State archivist as coordinator. The board is responsible for developing a State historical records plan and identifying areas of greatest need; for reviewing and evaluating records-supporting grant proposals to the National Historical Publications and Records Commission, submitted by public and private institutions or State and local government units; and reporting annually to the Governor on the conditions of historical records in the State. The Regents applaud the objectives and activities of this program to preserve the State's cultural resources and they encourage its support.

To continue implementation of this mandated program, the Regents request an increase of $126,000 in staff and maintenance as the first of three steps to bring this service to a satisfactory level.

Historical Research and Collection Management

The opening of the new State Museum has accelerated the demand for objects for the exhibit programs for the New York Metropolitan and Upstate regions and for the changing exhibits in the Terrace Gallery. These objects are elements in the exposition of the

educational themes of the new Museum and provide a greater understanding of the social and economic trends of our past.

The History Collection exists primarily for use in interpreting the story of New Yorkers in State Museum Exhibits, but it is also available to other State agencies and museums and is used for historical reference and study by scholars. The collection comprises an important element of the Museum's education program.

The State has been fortunate to receive many donations of important historical pieces over the past few years. Because of the publicity of the new Museum and the work of our curators, we have been able to supplement and extend the limited acquisitions budget. However, many of these donations are made in relation to purchase of other artifacts, and it is essential that we have adequate funds as a base of operations from which to work.

The combination of purchases and donations has resulted in a considerable backlog of cataloging which must be done before maximum use is made of the history collection. Furthermore, the backlog needs to be reduced to assure accreditation of the collection, proper deployment of the historical objects, and to provide for the best use of funds in the acquisition program.

The State's smaller historical societies and museums represent an underused capability for communities throughout New York State. Services to these organizations need to be increased, particularly those which will be of assistance in identifying, developing and implementing exhibit and educational programs that will involve new audiences.

The Regents request an additional $134,000 to support the Department's historical activities in this area for 1978–79.

Educational Television

There is a rising demand for education and training that cannot always be accommodated within the formal system of education. Use of existing media technology, especially television, has proved to be an effective approach to behavior and value modification to meet specific educational goals and objectives, including self-study for the homebound and handicapped; vocational and employment training; high school equivalency and the External Degree. The Regents urge all educational practitioners to carefully consider and implement plans for the expanded use of media to meet specific educational objectives.

Over the past several years, there has been a substantial increase in funding for ETV councils. A new formula has been accepted

which provides, in part, that increases in State aid are dependent upon increased local contributions. Additional State monies are now provided with the understanding that the councils furnish services for school systems without charging a fee. A partnership of the ETV councils and ITV (Institutional Television) committees is providing greater public and school services. The aid formula is not fully funded. The Supplemental Budget for FY 1977–78 adds an additional $1,400,000 to this program. The impact of this increase is now being reviewed. Until completion of the review, we recommend a request at the current level of $7,474,000.

VOCATIONAL REHABILITATION

The objective of the Vocational Rehabilitation program is to restore, develop or improve the productive activity of physically, mentally, and emotionally handicapped persons by provision of rehabilitation services; and, to promote, develop, and support community understanding, attitudes, programs, and resources which will foster full acceptance and assimilation of the handicapped into productive roles in society.

Individual Services

During 1978–79, the Office of Vocational Rehabilitation will seek to develop, extend and coordinate rehabilitation services for severely disabled individuals through programs planned jointly with public and voluntary agencies; and, to develop new and improved service programs for the severely disabled, a federally mandated priority group, through Federal funds earmarked for special projects. The Regents request $7.8 million for case services to individuals. This represents an increase of $2.1 million over the appropriation of $5.7 million for the current year.

Mental Hygiene Program

The office will also strengthen the joint Vocational Rehabilitation and Department of Mental Hygiene (OVR-DMH) program for deinstitutionalization and prevention of institutionalization (or reinstitutionalization) of developmentally and emotionally handicapped individuals. Through a 1968 agreement with the Department of Mental Hygiene, the State Education Department began expanding its service program for the rehabilitation of clients while they are

still undergoing treatment in Mental Hygiene facilites. The cooperative program allows for both the clinical and vocational activities to proceed concurrently with one reinforcing the other, and both being accomplished in minimum time. In many cases, this approach means that a person is ready for gainful employment when he or she returns to the community. The early intervention eliminates or reduces the necessity for the community to support the clients while they go through the rehabilitation process leading to self-sufficiency.

To maintain the vocational rehabilitation part of the joint program with Mental Hygiene, it will be essential to maintain a full staff assigned to the Mental Hygiene facilities. In fiscal year 1978–79, the projected number of clients to be served by the cooperative program is 20,350 with an estimated 1,700 rehabilitated.

The Office of Vocational Rehabilitation's planned participation in the DMH Intermediate Care Facilities/Mental Retardation Compliance Plan for scheduled deinstitutionalization of individuals with developmental disabilities will be emphasized. Vocational rehabilitation services to selected residents of DMH institutions to assure effective transition to productive community living will be continued at DMH-affiliated community treatment centers to help prevent institutionalization of individuals under community care and to maintain continuing adjustment of those who have returned from institutions to continue participation in the ICFMR program. The Regents request five new positions and $1.3 million in case service funds.

Social Security Disability Benefits, Supplemental Security Income and Public Assistance Programs

The office will continue to combat economic and social dependency and enhance independence of those disabled individuals who are or may become recipients of Social Security Disability benefits, Supplemental Security Income, or public assistance by provision of rehabilitation services and coordination of service programs with the Social Security Administration and other State and local agencies.

Corrections Program

A cooperative agreement with the State Department of Correctional Services serves disabled inmates during their incarceration and after their return to the community. Counselors and clerical support staff are currently assigned to five institutions and related work-release centers. Under this program, the Office of Vocational Rehabilitation provides counseling, work evaluation, training and other direct services to disabled inmates of selected correctional

facilities and in their community-based, work-release programs. The program expedites the return to and assimilation into the community of the correctional clients.

Community Resources

The Office of Vocational Rehabilitation will assist communities to plan for and develop needed rehabilitation programs and strengthen existing ones so as to extend and improve services for the priority groups cited above.

The office will provide communities with consultation and assistance within the program's existing capacity in order to establish or expand rehabilitation service resources in the State with special emphasis on underserved geographic areas. A continuing top priority for the Office of Vocational Rehabilitation will be to expand opportunities for employment and full participation in community life for disabled persons by advocating the removal of architectural and transportation barriers which limit access to and use of buildings, sites and resources and by providing employers and public and private agencies with consultation and advice on Affirmative Action Plans for the disabled, as required by the Federal Rehabilitation Act of 1973.

Sheltered Employment Program

The Sheltered Employment Program provides partial support for long-term sheltered employment for persons with severe physical and mental handicaps who cannot be placed in competitive employment. The program encourages the development and expansion of sheltered workshops providing such services. In the fiscal year 1978–79, it is anticipated that there will be approximately 6,475 full-time sheltered workers covered under this program in 96 participating workshops. The Regents request $7.1 million to support this program. This represents an increase of $2.1 million over the current year and provides an annual increase of $100 reimbursement per worker to facilities, bringing the annual maximum payment to $1,100.

Rehabilitation Workshop Support Program

The workshop program provides support to community workshops through partial matching grants for payments of the salaries of professional personnel covered under the grant in order to more effectively serve the disabled and attain the objectives of greater employment of clients in competitive industry. For fiscal year

1978–79, the Regents request $700,000 of which $430,000 will be for continuation grants. It is expected that about 75 workshops serving 19,000 clients will be assisted by this program.

CONCLUSION

This document includes a large agenda. We have presented here our judgment of the need for State support of education.

The anticipated State expenditures for the State Education Department for the current fiscal year 1977–78 are $3,406,158,000. Of that total, $3,351,097,000 is in Local Assistance. The Regents' recommendations for the State budget and for new legislation presented at this time would allow for expenditures in FY 1978–79 of $3,545,879,000, an increase of $139,721,000 or 4.1 percent over 1977–78.

We are cognizant of the difficult decisions facing New York State now and in the coming year. The Governor and the Legislature face the tough but necessary task of weighing the assessment of needs against the availability of State resources. We have presented the needs, and we urge that as decisions on budget and State legislation are made, the quality and opportunity of the educational system be maintained. As needs and resources are weighed, the Regents will be pleased to provide additional assistance on priorities.

Those in governmental leadership and the people of New York State can be proud of the quality of the State's educational system and the fact that so much of the State's social, economic and cultural growth has been created by that system. Future development of the State depends to a large extent upon capacity and knowledge of our people. The Regents ask continued support and pledge our efforts to insure that the State will not falter in providing the very best cost-effective education to all who live or learn in New York State.